

*Democracy in Education**Education for Democracy**The*

American Teacher

THE ORGAN OF THE AMERICAN FEDERATION OF TEACHERS



Pacific Coast NUMBER



THE GOMPERS CREED

WHAT does labor want? It wants the earth and the fullness thereof. There is nothing too precious, there is nothing too beautiful, too lofty, too ennobling, unless it is within the scope and comprehension of labor's aspirations and wants. We want more school houses and fewer jails, more books and fewer arsenals, more learning and less vice, more constant work and less crime, more leisure and less greed, more justice and less revenge—in fact, more of the opportunities to cultivate our better natures, to make manhood more noble, womanhood more beautiful, and childhood more happy and bright.

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A Prayer

LOUIS UNTERMEYER

God, though this life is but a wraith,
Although we know not what we use,
Although we grope with little faith,
Give me the heart to fight—and lose.

Ever insurgent let me be,
Make me more daring than devout;
From sleek contentment keep me free,
And fill me with a buoyant doubt.

Open my eyes to visions girt
With beauty, and with wonder lit—
But let me always see the dirt,
And all that spawn and die in it.

Open my ears to music; let
Me thrill with Spring's first flutes and
drums—
But never let me dare forget
The bitter ballads of the slums.

From compromise and things half-done,
Keep me, with stern and stubborn pride;
And when, at last, the fight is won,
God, keep me still unsatisfied.

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HELP FOR STRIKING MINERS

Statement by WILLIAM GREEN, President American Federation of Labor

On November 19 the Executive Council of the American Federation of Labor issued an appeal to organized labor and its friends to help the striking miners and their families in the bituminous coal fields of Western and Central Pennsylvania, Ohio, West Virginia and other sections of the country. The response to this appeal has been most gratifying.

The sum of \$159,734.01 has been sent to the American Federation of Labor by members of affiliated organizations and their friends and this, in turn, has been forwarded to Thomas Kennedy, Secretary-Treasurer of the United Mine Workers of America, for the use of the striking mine workers and their families. In addition, hundreds of boxes of clothing, shoes and supplies have been sent by Central Bodies and other organizations of labor. All of this is being distributed proportionately among the needy miners and their families who have suffered so much during the nine months the strike has been in effect.

It is firmly expected that additional sums of money will come in and many more boxes of clothing and supplies will be forwarded. Additional funds are badly needed and additional clothing and supplies are required if the miners and their families are to be protected against hunger, cold and intense suffering.

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Two Dollars a Year

A Trinity of Pitfalls In Education

By WILL C. WOOD,

Superintendent of Banks of California, Formerly Superintendent of Public Instruction

The three most dangerous pitfalls schools must avoid if they are to remain progressive agencies, are standardization, mechanization and institutionalization.

The purpose of education is not to make people more nearly alike, but to enable each boy to become the best and most effective man he has it in him to be. With necessary verbal adaptations, the same statements hold for the girl.

In the "fundamentals," such as the mechanics of arithmetic, spelling and reading, we may reasonably strive for uniformity of response from children. Standardization in these fields, except as to teaching methods, is not to be challenged or criticized. But the standardization and mechanization of work in history, literature and other humanistic studies does not necessarily result in education, or the drawing out of desirable qualities in the individual pupil. Success in these studies depends upon the kind of reaction they set up in the pupil, and this depends upon two things—how to get the matter over to the pupil and what there is inside the pupil to react to the matter we try to get over. William Edward Hickman, for example, was an apt student of history if we measure his work in a mechanical way. He shows exceptional knowledge of men and events of the past. Undoubtedly he made a high score in his tests. However, his teachers didn't get from him that kind of response that makes for better manhood. There was something lacking inside, or that something was so hidden that ordinary teaching methods couldn't reach it and make it respond.

THE TEACHER AN ARTIST

The application of factory methods in the schools kills interest, and brings only a mechanical response to teaching. Factory methods in education stand in the way of our reaching the thing in the individual that ought to be reached and made to respond. In the end, such teaching is wasteful because unrealized possibilities in any individual are unrecoverable losses.

The teacher is an artist, not a mechanic. Standard-

ized teaching has about the same relation to real teaching, as mechanical piano playing has to Paderewski's piano artistry. Both tickle the ear drums, but only the artistry of the great player brings a soul-stirring and broadening response. Teaching has a higher purpose than the tickling of ear drums or the storing of facts in the mind like cord-wood in a wood shed.

In the training of teachers, isn't there too much emphasis placed upon the mechanical and methodical elements? Isn't there too much tendency to make teachers conform to a pattern or mold,—too great dependence upon courses, units, semester hours and summer sessions? These things, within limits, are good; teachers should be encouraged to keep up to date. However, courses like other good things, can be overdone and overemphasized. School boards and superintendents are too prone to judge a teacher's qualifications by the degrees she holds—the letters she can write after her name. They do not realize that these letters may, after all, be dead letters. It is the living letters that one writes in his daily work that counts toward real education. Degrees are good things to have if they are the outward signs of an inward grace; they aren't worth much if they merely bear witness that the holder has spent four years in an institution without being found deficient or defective.

DEGREES NOT IDOLS

A degree is good if it helps the holder to render better service and be better company to himself and others. However, degrees are not idols; they have no qualities which should command worship.

What would happen if teachers were judged on the basis of what they can do, rather than on the basis of where they have been and how long? Of one thing I am convinced—that judging the teacher by what she can do would give her new spirit and dignity. It would encourage her to strive to become a teacher artist. It would check the tendency to institutionalize education, which, if carried too far, will kill the spirit which makes for life and progress.

A Key Man: Ralph Waldo Everett

By ELIZABETH O. SIM

President Sacramento High School Chapter 31

To become a "skilled artist in the enterprise of life" according to a recent writer, is to be able to discover means for changing that enterprise. If this be true, then that group best serves society which produces the greatest number of individuals with such ability.

Appraised by this standard the American Federation of Teachers has cause for congratulation. It claims with pride Dr. John Dewey, whose philosophy has so impelled his followers that within a generation it has transformed the whole field of education. Another member, Professor Harry A. Overstreet, is regarded by many as the prophet of a new day when he declares, that education is a continuous process, and that only when age begins is education in a profound sense, really possible.

Such men as these may be regarded as masterkey-men in the life situation, but there are also other key-men, whose activities though more circumscribed in scope, are of no less unquestioned significance. To this group belongs Ralph Waldo Everett.

ACTUAL TEACHING PREFERRED

Mr. Everett is a native Californian and is endowed with a Californian's love for freedom and individual liberty. His father was a Massachusetts Everett, kinsman of Edward Everett and Edward Everett Hale, statesman and author, respectively. To make the Americanism complete his mother was from Ohio. Heredity as well as environment seems to have had its share in shaping Mr. Everett's career. Like his famous forebears, and like his father who served his state in the legislature, he is interested in statesmanship, diplomacy and oratory; like his mother he chose to be a teacher.

After receiving his early education in the California public schools and graduating from Stanford University Mr. Everett began his career as a classroom teacher. Even though he has a home and two kept the faith."

promising children to maintain, he has repeatedly denied himself the additional remuneration of an administrative position, because of a preference for actual teaching. In spite of this preference his activities have not been narrow. He has been found in the front line of defense whenever the teacher's political or social freedom has been jeopardized. He has been fearless without being arrogant. The teachers of northern California have expressed their confidence in him by electing him president of the California Teachers Association for the present biennium. During the struggle for an equitable tenure law for the teachers of California, Mr. Everett was an indefatigable and conscientious lobbyist, and no small measure of credit should be accorded him for the passage of the present law.

ACCORDED MANY HONORS

In his own city he is not without honor, for he has been president of the Sacramento City Teachers Association and of the Sacramento High School Federation Local No. 31, which organization he now serves as chairman of the Law and Legislature Committee. At the present time he is serving as secretary of the California State Federation of Teachers, and has just recently resigned a vice presidency in the national organization. Into each of these offices he has carried the ideal for which the American Federation of Teachers stands: Democracy in education.

The leaven begins to leaven the lump. If the American Federation of Teachers can attract to itself, or raise up within its ranks, men and women of ideas and ideals, who assuming leadership in other groups can spread the gospel of teacher self-determination, by showing them how slavish is their inferiority-habit-system and how autocratic is the superiority-habit-system of the average school board, it shall have served its generation well, and shall be privileged to say with St. Paul, "I have fought a good fight, I have

California Tenure Law

By JEANNETTE MINARD, *Sacramento High School Chapter 31*

California now has what the teachers believe to be a workable tenure law; but this has come only after a long struggle, through which the members of the Teachers Federation have been among the active lead-

ers. Mr. Dupuy, for a number of years president of the California State Federation, and Mr. R. W. Everett, both as chairman of the State Federation Legislative Committee and as chairman of the Legislative

Committee of the Sacramento Local, have played a large part in bringing about the enactment of the various bills leading to the present law.

The first tenure bill was introduced in the 1921 Legislature by Assemblyman Eksward of San Francisco at the request of the San Francisco teachers, with whom the Federation Locals co-operated. At this time, in order to eliminate the opposition of the rural districts, a clause was written in the bill, providing that the two years of successful service required should have been performed in a district employing at least eight teachers under a principal who should devote at least two hours per day to supervision in the school or schools under his control.

RETROACTIVE BATTLE LOST

Upon the passing of the bill, Attorney General Webb promptly declared the law retroactive, but soon the Santa Cruz Board of Education dismissed a teacher contrary to the provisions of the law. The teacher dismissed was not a Federation member; nevertheless the Federations of California, under the leadership of Mr. Dupuy, took the case to the Supreme Court. Although the Federations spent eight hundred dollars and Mr. Dupuy was untiring in his efforts to secure a verdict favorable to tenure, the Supreme Court finally declared that the law was not retroactive.

In the 1923 Legislature Assemblyman Dozier from Shasta County tried to repeal the Act, but due to the work of the Los Angeles and San Francisco teachers as a whole and the members of all the Federation Locals, he failed in his attempt.

Next, Judge Thompson in Napa County declared the law unconstitutional because it discriminated against the teacher in the small rural school. Hence in

the 1925 Legislature the teachers were active in getting passed in both houses an amendment eliminating the clause relating to rural schools. The Governor, however, vetoed the bill. Meanwhile, a second case, concerning which Judge Thompson's decision was made, was carried to the Supreme Court. While this case was financed entirely by the California Teachers Association, the Federation gave moral support by showing a constant interest. The Supreme Court gave a decision favorable to the teachers, but in the meantime a new law was enacted by the 1927 Legislature.

NEW LAW SECURED

This law was drawn up by the Legislative Committee of the California Teachers Association. Mr. Everett was at that time legislative representative of the Northern Section of the California Teachers Association. There was then a struggle over the question of whether tenure should apply to the person only or to the position as well. The San Francisco teachers fought for the latter, while the city superintendents fought for the former and won; therefore the law now refers to persons only; i. e., principals and supervisors may have tenure but may be demoted.

The outstanding points of the present law are the following: Teachers are classified as permanent at the end of either the second or third complete year of teaching at the option of the governing board of the district. No adviser or supervisor shall be classified as a permanent employe other than as a classroom teacher. A permanent teacher may be dismissed, after a fair and impartial hearing, for one or more of the following causes: immoral or unprofessional conduct, incompetence, evident unfitness for service, persistent violation of or refusal to obey the school laws of California, or reasonable rules prescribed for the government of public schools.

An Experiment in Continuing Education

By HELEN C. THOMSEN, Local 31, Sacramento, Calif.

Should education be made safe for the educated? The success of adult education in England and Denmark has given point to this question among Americans. Many are asking themselves whether the American system is producing minds too well satisfied with diplomas—minds that tend to become fixed and stereotyped after formal schooling is over. Certain California leaders of education believe that this need not be true, and they provided this past summer a concrete demonstration of their convictions.

Under the general direction of Miss Ethel Richard-

son, then director for California of adult and immigrant education, a plan was worked out to combine vacation and summer school. The lovely campus of Mills College, near Oakland, California, was "borrowed" for a three weeks' session. An announcement was made that there would be no entrance requirements, no examinations, no credits and no compulsion of any sort. There was offered the opportunity to "learn for the fun of it," to "form opinions after careful discussion and study under inspiring leaders."

Miss Richardson secured the co-operation of eight

widely representative organizations:

- California Association for Adult Education.
- Adult Education Teachers Association.
- California Library Association.
- California Federation of Women's Clubs.
- California Federation of Labor.
- American Association of University Women.
- California League of Women Voters.
- Young Men's Christian Association.

The attendance was limited to one hundred and fifty. Recreation was to be found in tennis, swimming, horse-back riding, hiking, music, dramatics and art work, this last "merely to show that using the hands serves to relax brain workers, though it may not produce high art." Living quarters were available on the campus, making it possible for special speakers to meet the school in evening gatherings. The tuition fee was nominal and living expenses were less than at most vacation resorts.

DIVERSE GROUP IN ATTENDANCE

The school opened on August 7th with a large and diverse group. There was a physician from the Middle West and a poet from New England. There was a civil engineer who was also a leader in the Farm Bureau and an ex-member of the state legislature. There were college professors, school administrators, classroom teachers and Americanization workers. There were ministers and labor leaders. The eight co-operating organizations sent representatives in varying numbers. The President of the State Federation of Women's Clubs was in residence, the present and junior past state presidents of the American Association of University Women, and officers of the League of Women Voters from the important centers of the state. The Sacramento High School Federation, Local 31, had a representative. There were many women who described themselves as "just housewives."

Here was a group of the "educated." What happened to them during those three weeks of trenchant lecture-discussions on the general topic: Is there social progress in the United States? It seemed to many of the participants that a genuine and profound re-creation went on—not only intellectual, but what is vastly more significant, emotional and temperamental. Prejudices were dragged forth from the depths of personality and stood revealed for what they really were. Tolerance in considering the view point and opinion of "the other fellow" grew with each discussion hour. An objective attitude toward social questions became increasingly evident. Eagerness to find the facts bearing on a problem and a willingness to

follow those facts to their logical consequence came to be accepted as criteria of the educated man or woman. Proof of this was seen in the change from somewhat dogmatic general statements of the first week, to the truth-seeking questions put by the same persons toward the close. And this change came about in the consideration of those very issues which commonly produce "more heat and less light"—questions of race-relations, of politics and political parties, of labor and capital, and industrial control.

DR. OVERSTREET ABLE LEADER

This sounds, perhaps, somewhat Utopian, but it has an explanation. The leader in this achievement was Dr. H. A. Overstreet of the College of the City of New York, author of *Influencing Human Behavior* and *About Ourselves*; also a member of the A. F. T., Local No. 5, and a believer in the value of the Federation to all teachers. The magic which made these results possible was Dr. Overstreet's mastery of the conference—group technique. The school demonstrated the value of the old Socratic dialogue applied to the problems of this our world. Positive solutions of these problems were few; methods by which we may attack all our problems were set forth and applied continuously.

The fundamentals of the scientific method were laid down during the first week by Dr. Franz Boas in his lectures on the general topic from the angle of race relationships. His unfaltering devotion to exactness and accuracy, his insistence upon clear-cut reasoning processes, probably did much to give to the group discussions their distinctive trend. Even the discussions of the week given to industrial issues, with lectures by Dr. Gordon Watkins of the University of California at Los Angeles, proceeded with few explosive moments. During the last week, the general topic was examined from the political approach, with Dr. William Eliot, head of the Political Science Department of Harvard University, as lecturer. Here was stressed the possibility of group-organization which might supplement the machinery of party systems and representative government now proving inadequate to the needs of a new economic and industrial order. The qualities of leadership were analyzed and the function of groups in informing and focusing public opinion was illustrated by concrete modern instances.

UNKNOWN TALENTS DISCOVERED

It is impossible even to suggest in a brief report the stimulative atmosphere of this conference. Wit and humor abounded, and one of the most delightful fea-

tures was the good comradeship and real understanding established among people from many occupations and interests. It seemed amazing to many that the conference method could be maintained with so large a group, dealing with somewhat controversial subjects. The newspapers found "news" possibilities, and made a good deal of the "adult kindergarten," as someone named the art-room. The "kindergarten" was made up of grown-ups who had had no artistic training. They worked with crayons, water-colors or clay and were afforded another opportunity for the expression of feeling and for the discovery of unknown talent. One elderly man looking sorrowfully at his own stiff conventional effort at a picture and comparing it with a few vigorous lines with which his daughter sketched the Campanile, said "I see the difference. I try to draw everything I see and you just put down what you feel." One student, unaware of having any ability in art, moulded a figure of a bucking broncho which was worthy of being cast in bronze.

The school illustrated that adult education is more than intellectual development, and that a well-rounded program should include an opportunity for artistic and emotional expression. Dramatics took an original turn in that instead of searching for the expression of talent, the leader attempted to show the student that the liberation of dramatic impulse would give him greater power in whatever work he might be doing. The evening entertainment was often furnished by a group of students thinking of an interesting life situation which might have evolved from the discussion of the afternoon and, without previous decision as to how the solution would be reached, acting it out as if it were a real situation in which the various actors were participating.

The session closed with enthusiastic hopes for not only one such conference next year, but for at least three in different parts of the state.

Have there been concrete results from this experiment? Five large discussion groups in different parts of the state have met weekly this winter for the study of international questions, in most cases, sponsored by the local school authorities. The groups in and near Sacramento have been led by Mr. M. J. Brickley, a member of the Sacramento Junior College faculty and a participant of the summer session just described. The Sacramento work is now going on under the leadership of Mr. R. W. Everett, an active member of Local 31 and the subject of an article in the present issue. The teachers of a large city system

are finding leaders for such groups among themselves and are developing them for professional study. The school administrators in another city have organized for the discussion of their problems. The committees on educational problems of a large high school teachers' federation have adopted the method for the study of certain specific questions. Twenty leaders of women's clubs in another community have met regularly for the study of the technique of leadership. Perhaps the most important application of the "conference group technique" has been made to the parental education movement which was begun in California last year by Dr. Herbert Stolz, at present research director of the Institute of Child Welfare, at the University of California. Mr. John F. Dale, who was in attendance at the adult education conference last summer, is now in charge of this enterprise for Northern California. He is finding the method genuinely productive of results in the seventy-five classes for parents which he has continued or organized this year, particularly in the groups of fathers who are studying the adjustment problems of their ten to fifteen year old boys.

The open mind, the scientific attitude, the tolerant view, the critically constructive spirit toward social institutions and social problems seem to be continuing adult education in California. If the test of education is its power to change behavior, here is promise that education need not be a closed episode in our lives when we leave school, but may go on to make us safe citizens for a dynamic world.

TOLERATION

If a person can not be happy without remaining idle, idle he should remain. It is a revolutionary precept, but, thanks to hunger and the workhouse, one not easily abused; and within practical limits it is one of the most uncontestable truths in the whole body of morality. Look at one of your industrious fellows for a moment, I beseech you. He sows hurry and reaps indigestion; he puts a vast deal of activity out to interest and receives a large measure of nervous derangement in return. Either he absents himself entirely from all fellowship and lives a recluse in a garret, with carpet slippers and a leaden inkpot, or he comes among people swiftly and bitterly, in a contraction of his whole nervous system, to discharge some temper before he returns to work. I do not care how much or how well he works, this fellow is an evil feature in other people's lives. They would be happier if he were dead.—Robert Louis Stevenson.

Certification of Teachers as a Means of Improving Teaching In California

By EVELYN A. CLEMENT

Sacramento Local 31, Chief Division of Teacher Training and Certification, California State Department of Education

Granting that education in the schools is the most important conscious means which society has of influencing its future, the teacher holds the critical position of being the factor which can give it reality and meaning. The selection, training, and certification of teachers must be carried on, not for the purpose of producing trained practitioners, but with a definite policy of providing the children and youth of the state with well trained leaders.

During the past six years, since the post war period, the shortage in teachers which characterized the preceding years in California has been overcome; in fact, there seems to be a considerable oversupply in the state. This means that the major question confronting school people is not that of securing a sufficient number, but of providing well-selected, adequately-trained teachers—men and women of large ability. An effective method for raising the professional standards in California has been through the issuance of teaching credentials. Every change in certification regulation has been for the ultimate purpose of improving the teaching profession, and the revision now under consideration by the State Board of Education has this for its main objective.

During the war period it was impossible to secure an adequate supply of teachers from teacher training institutions. In order to keep the schools open it was necessary to bring in under-trained persons, or those with scattered training, and ex-teachers who had dropped out of the schools. In an attempt to uphold standards, the State Board of Education definitely outlined regulations in more or less detail and demanded that all candidates for teaching credentials should meet these, either before or after the original credential was granted. To assure itself that the standards would be maintained, an elaborate machinery was set up whereby all applicants must verify their training, experience, and general qualifications; and only as these specifications were met were credentials granted. The reason for the procedure lay in the fact that the institutions were not able to supply to the schools an adequate number of trained teachers.

Such procedure is no longer necessary since the

teacher training institutions in the state have increased both in number and facilities for professional work, until they are in a position to take over the function of training and recommending candidates for credentials. Work prescribed for the new credentials by the State Board of Education has been reduced to a minimum. The greatest possible freedom has been given to the institutions to deal with individual situations and to prescribe such work as will best qualify the candidate for undertaking his work. The first credential granted to any person will be upon the direct recommendation of an approved teacher training institution. Each of the recommending institutions must set up objective standards for determining the physical and mental fitness of the candidate, including dispositional traits, scholarship, and success in practice.

The credentials are arranged in a carefully graded series, the first being in the nature of a preliminary or trial certificate. This may be kept valid upon verification of successful teaching experience and continued study, but is intended primarily for the beginning teacher. The highest type of credential is led up to by a graded system and presupposes added knowledge, successful experience, and professional growth. The period of growth and development is under the general supervision of a teacher training institution, and the highest credential is granted upon its direct recommendation. This procedure will give to the recommending institutions the opportunity to keep in touch with its graduates and ascertain if they are making the professional growth expected of progressive teachers.

A fundamental principle underlying the new certification policy is that teachers from other states with equal training and competency are welcome into the California Schools. It is possible for the State Department through a careful study of institutions to decide which institutions in other states are offering a training equivalent to those in California. A list of Teachers Colleges, Colleges, and Universities throughout the United States will be approved and published. If the Department of Education in each institution is willing to recommend

candidates as being physically and mentally fit to teach, and as having received training equivalent to that required in this state, a credential may be granted without residence work in California. However, the credential granted will be of the lower class, and before the professional credential may be issued, successful teaching experience must be secured in this state, and a recommendation must be secured from one of the state teacher training institutions.

GETTING AWAY FROM "PRESCRIPTION"

In the twelve years of schooling provided for the children and youth of California, the whole course should be thoroughly integrated into a unified system, and the sharp distinctions between the training, experience, and salaries of elementary and secondary teachers should disappear. For this reason, the State Board of Education adopted a resolution at its last meeting that after September 15, 1930, the minimum training for elementary teachers should be four years with the bachelor's degree. Until that time, the lower class of elementary credential may be granted under two classifications; first to graduates of approved colleges and universities with the bachelor's degree, and second, to candidates who have completed a three year course of not less than ninety-six semester hours in a State Teachers College or approved normal training school. With three years of unqualified success in teaching in California, and upon verification of professional growth, a California Institution may recommend the teacher for the professional high class credential. Professional growth need not be construed as completing college work for units of credit. The revised system of certification provides that a teacher may attend a summer session at least once in every five years in order to keep his professional theory up to date. But other lines of growth are open to him. He may choose to travel and enlarge his horizon for the sake of culture or of gaining new concepts for teaching. Research work may be pursued either in laboratory, clinic, or school system. Artists may produce original work, and thinkers along educational lines may work their experiences or theories into publications valuable for other teachers. The State Department in getting away from prescription wishes to encourage the teachers to strive for that growth which is the most natural and spontaneous for himself.

The Secondary credential is composed of a series of four grades. The Class D, lowest grade, requires the bachelor's degree based upon four years of training, and is granted in the fields of Art, Commerce, Home-

Making, Industrial Education, Librarianship, Music, Physical Education, or Vocational Education. This credential may be maintained in its special field, or the holder may by securing experience in teaching and by completing graduate work secure a higher class of credential.

The Class C is the preliminary general secondary credential secured for the first time in California, upon a year of graduate work beyond the bachelor's degree. The emphasis in training for this credential is along professional lines,—the training of a teacher and not a specialist in any field. Under present school law the general secondary credential is of a blanket nature and the holder may teach any grades or subjects in the school system. Legislation is being looked forward to which will limit its service to teaching the major and minor subjects indicated upon it, in all schools except the rural high schools, where the organization is such that one teacher must handle various subjects.

RESEARCH COURSES URGED

The Class B Credential is designed for teachers in the junior colleges. The emphasis in training for this credential is in subject matter, with less emphasis upon the purely professional courses. In the higher levels of secondary education the instructor may be justified in fixing his mind primarily upon subject matter, with less training in the psychology of the learning process and principles of education.

The Class A Credential is the highest grade and is secured after a teacher has secured at least three years of unqualified successful teaching experience and has secured a higher degree, either the master's or doctor's, or has completed two years of graduate work.

In order to secure professional and highly trained educational leadership in the field of supervision and administration, the proposed revisions demand at least one semester of training beyond that required for a teaching credential. The supervision and administration credentials are carefully graded and the highest type may only be secured by persons who have had at least three years of successful teaching experience, three years of supervisory or administration experience, and who have secured a master's degree in education with a thesis dealing with some problem in school organization, administration, or supervision. Except in special cases where a teacher may produce evidence of having had exceptional experience in supervision or administration, the bachelor's degree will be the prerequisite requirement to either of the

credentials. Work completed for the credentials would therefore be of graduate grade and should be counted toward the master's and doctor's degree in education. Some of the courses at least should be of research character. This is in keeping with the theory that specialization of certification is recognized as necessary and desirable in the classroom teaching situation. In the case of supervisors and administrators where there is a great difference of function from that of the teacher, there is need for a credential to show evidence of training for their special field. With the increased professional training, there is a decided tendency to place educational leadership on a professional plane.

PROFESSIONAL GROWTH ALL IMPORTANT

One of the questions now before the teachers of California is whether or not the life diploma as administered in the state is a patent for cessation of professional growth. There are many situations where the possession of a life diploma is looked upon with the suspicion, merited in many cases, that it is held merely as a safeguard against losing tenure. This is especially true where the diploma is granted on the basis of mere teaching service, and a more or less formal recommendation. Such procedure does not indicate that the teacher is professionally competent, or that he merits the honor which should be conferred with a life diploma.

To justify the issuance of a permanent credential, there should be a gradual leading up to it by a graded system of credentials, each presupposing added knowledge and professional growth. When once secured it should be valid during the professional service of the holder. To insure that it would not be regarded as a rainy-day safeguard, there should be a provision, such as is indicated in the laws of several states, that it would lapse if the holder were not engaged in school work during a period of years without a reasonable cause.

The question at stake in the whole certification problem is that of securing to the youth of the state the services of trained teachers who have not only kept pace with the changing times, but who have shown professional growth. To each teacher the matter of his certification is a real and vital problem and there is a wide-spread idea that the major consideration should be absolute protection against all teaching vicissitudes by holding a certificate which will be valid under any and all conditions. The argument is constantly adduced that doctors and lawyers are permanently licensed and that teachers

should have the same measure of protection. But when it is considered that a doctor or a lawyer can not hold his practice or make a living unless he is constantly growing and making a success of his practice, and that the schools are at the mercy of teachers who have tenure and life diplomas, there is every reason to demand that permanency of certification be conditioned upon constant professional growth on the part of the teacher.

"Fact-mindedness is the last and highest achievement of the civilized intellect, and few there be that attain thereto. If you have it, and if you can train enough others scattered in enough places, so that everywhere there will be somebody who knows the facts, you won't have to teach the whole people. It takes only one pointed fact to let out all the gas from the hugest bag of guff. If there is somebody at hand who has that pointed fact, the bag collapses."

—Chester Rowell.

Even more to be avoided than the man who persistently seeks new causes for complaint is the one who kicks for ever about the same thing.

An American Discovery of Russia

Open Road Tour Under Leadership of

E. E. SCHWARZTRAUBER
Portland Local No. 111

Seeing Russia with one's own eyes—Eight only in the party—Educated English-speaking Russian as host and interpreter—Leningrad, Moscow, the Ukraine, Georgia, the Caucasus—Visits to factories, travel among the peasants, entertainment at famous Moscow theaters.

Sailing about June 23—Rate \$800 approximately—Two months round trip (four weeks in Russia)—The promise of the best Russia offers in travel facilities, food and lodging.

For further information write E. E. Schwarztrauber, Route 5, Box 68, Portland, Oregon. Party to be recruited chiefly from states west of Mississippi.

TEACHER CO-OPERATION IN SCHOOL POLICY

The Differentiated Program and Hour Period

(Chapter No. 31, Sacramento, California, has been experiencing a fine spirit of co-operation with school authorities to which the following articles testify.—*Editor*).

In June 1927, when Mrs. Sim, president of the Sacramento High School Board, began her term, she suggested that the members undertake the study of current educational topics. This suggestion met with the hearty approval of the membership. Last summer the Sacramento High School changed principals. Shortly after the new principal, Mr. George C. Jensen, arrived at the school, a committee from the federation met him with the request for his co-operation in the proposed studies. He seemed pleased as well as surprised, and suggested as subjects for investigation, "The Differentiated Program" and "The Hour Period."

Voluntary groups were formed of federation members and a few teachers who are not members. The group studying the differentiated program was small. As there seemed to be little opposition in the Sacramento High School to such a program, and as the principal was eager to introduce the differentiated program at the beginning of the second semester, this group soon disbanded, recommending to the heads of the departments the task of working out the details of such a program.

The group studying the hour period is larger and is continuing its investigations. At the present time the Sacramento High School has forty-minute periods. The administration seems to be desirous of introducing the hour period and supervised study, but only if sentiment in the school is favorable to such a plan. The group studying the hour period is striving to reach an intelligent and unbiased conclusion concerning it. It has been the especial aim to secure expressions of opinion from class-room teachers who have had experience with the long period, for teachers are perhaps best qualified to speak on the subject. As yet the group has reached no definite conclusion.

J. N. GARDNER, *Sacramento Local 31.*

CITY RETIREMENT

There has been some real progress made throughout the country in the last few years in regard to teachers' retirement annuities. The Sacramento Chapter of High School Teachers had been considering such a feature for the city teachers but felt that

the time had not yet arrived for successfully securing it. However, at the fall meeting of the city teachers called by the administration, a recently appointed, broadminded and progressive member of the board of education, who had been chosen president, stated in his talk to the assemblage that he was much interested in such a thing and hoped that through the co-operation of the administration and teachers a suitable retirement system might be organized.

The High School Chapter very soon appointed a committee to consider and determine upon a satisfactory general plan and to consult with the president of the board of education. The committee determined that it would be best to contract with a regular life insurance company and that the premiums be such as to give a retirement allowance of \$700 per year at the age of 60 which together with that received from the state system would give the individual \$1200 per year. It was also felt that the premiums due to prior service should be paid by the school department and all subsequent premiums be met one-half by the school department and one-half by the teacher. In addition, should a teacher leave the service he or she should receive back the premiums paid in by the individual plus interest approximating 4 per cent.

The committee called upon the president of the board of education and found that he had already formulated the same general plan as that of the committee. As a result, at a recent meeting of the board of education he introduced a motion to have the executive council in consultation with the committee representing the teachers, work out a plan with the insurance companies, and also get an opinion as to the legality of making such a contract. The executive council has requested a legal opinion of the state's attorney. The opinion has not yet been given but it appears upon the surface that it will require an enabling act by the state legislature. Should this be necessary, such a bill will be introduced when the legislature meets next winter. In the meantime it is hoped that everything can be satisfactorily arranged so as to put it into immediate effect when the bill passes.

O. B. WILLIAMSON, *Sacramento Local 31.*

It is right and necessary that all men should have work to do which shall be worth doing, and be of itself pleasant to do; and which should be done under such conditions as would make it neither over-wearying nor over-anxious.—*William Morris.*

Retrospect on No. 61

Had I the pen of an angel, it would be inadequate to relate the inside story of 61. Three things stand out: Struggle, Strength, Steadfastness. Three valuable points: Active minorities, higher ideals, zealous endeavor. One fact, huge, overshadowing all. Pressure on the majorities by the despised minority. Final recognition.

In the light of the present economic trend, of mechanical work and alignment, with the business and industrial methods invading the educational realm and crushing out independence of thought, initiative and spontaneity, the brief story of 61 reads as a bit of fiction.

Bear with me, although my saga will be that of the bard on the sea of political passion, in the clashing of selfish interests and personal prejudices.

Way back in 1919 or thereabouts, for years mean naught in the unfolding of progress, seven men met in a quiet downtown room in San Francisco and resolved to cast their lot with the American Federation of Teachers, affiliated with the American Federation of Labor. They knew what was facing them. They promised each other to stand firm, whatever might happen.

No sooner was the word passed to a few friends, than the opposition reared its head. The press started the noise, the San Francisco school department gasped and the superintendent, a labor man, knew not what to say or do.

FIRST SKIRMISH BATTLE ROYAL

The definite knowledge that the labor council was in favor with the City Hall brought many around and the membership grew. Those fair weather friends dreamt of many beautiful things. But the first struggle began with the question of salaries and adjustments. The Board of Education had to render justice, but at once it raised the cry of: Unclean! Unprofessional! etc., and the labor superintendent sided with the Board.

Calumnies, slanders and lies were spread around and it was a battle royal, until the death edict came forth. Los Angeles had crushed their budding local, and had expected San Francisco to synchronize. Fortunately something failed in the Bay City, when the edict was promulgated to forbid joining the local 61; loyal counsel waited on the President of the Board and as a result, nothing more took place, and like many other resolutions, this one died out, because nothing would happen if 61 did not commit any

overt act. Imagine an overt act! Perhaps the bombing of the Board of Education—poisonous gas?

PROGRESSIVE GROUP FORMED

Naturally, the fair weather friends were told that they would be better off outside of the fight, because only men and women were wanted.

And only men and women stayed.

The State Federation of Labor was meeting down the Valley; undaunted, 61 decided to send delegates; one was to be the goat; permission to leave was not granted to the delegate. The delegate went; under the rules the labor superintendent was in a jam, but rose to the occasion by keeping still, and the Board waited.

Meanwhile the Labor Council had been untiring in its efforts, and unceasingly through its secretary, John O'Connell, worked overtime, in and out of season, to secure the proper recognition by the Mayor and the Board of Education.

However, in the silence of patience, and with the realization of the tremendous strength back of it, 61 was ready for the great test.

The dual school government in San Francisco had proved so unsatisfactory in past years that an attempt was made to change it. The effort to bring about a change failed, but in 1920 was renewed. This time 61 came to the front, and aligned itself with the earnest group of progressive people, a union of Chamber of Commerce and Labor Council.

After a committee session, one day, a C. of C. man remarked that it was useless to look for success when laborites were on the committee. A week later the same man stated that he wished all laborites were like those he met on the committee. There would be no trouble in adjusting any labor trouble, concluded he.

SOME MEMBERS BLACKLISTED

The celebrated Charter Amendment 37 marked the opening of a new era in San Francisco school history. A terrific fight arose, bringing about divisions unexpected, even in families, between friends of long standing. Churches preached for or against 37. The friends of the Superintendent produced a counter amendment, 25. Strangest irony! The labor superintendent fought against the Labor Council, against 61, against 37.

Many an amusing incident could the writer relate. The Mayor, the City Hall, etc., stood for 25. A handful of workers from 61 sallied forth undaunted.

The victory was won—at a cost.

The new regime began, and 61 has stood loyally by the new Board and Superintendent.

Some of the members of 61 have been rewarded under the new regime. But a few remain who are blacklisted, and we could relate facts which prove beyond cavil that in educational circles as in religious, narrowness, prejudice, and intolerance are rampant.

At Sacramento, under the dome of the State Legislature, another fight was on: this one for State Tenure. A bill was introduced by 61 through the Labor interests. Labor had a good representation. But certain teacher associations in Los Angeles and San Francisco were not favorable to broad gauge tenure; some were opposed and concealed their opposition under the apathetic indifference of a calloused administrator.

TEACHERS ACTIVE IN LABOR STRUGGLE

In the train coming down from the Capitol at Sacramento, one night, a well-known educator said: "Tenure may be all right, but then we will never be able to get rid of the teachers."

When the representative of 61 tried, with a minority on the committee, to pass a broad gauge tenure, the Los Angeles representative threw down the gauntlet and was ready to wreck the project. So limited tenure went through, weak, unsatisfactory, violated time and again. It took seven years to amend it and make it general, as 61 wished to and advised in 1921.

The Labor question is so acute in San Francisco city that 61 is always in the struggle, seeking to bridge the abyss between opposing interests and to safeguard the progress of the schools.

Sixty-one is still advocating progressive measures; better schools, better methods, more protection for teachers, better conditions for pensional ones, Sabbatical leave, etc.

In 1925 during the salary campaign the *only* president of the local, P. J. Mohr, was the president of the United Committee for a raise in salaries.

Now, a reaction has taken place. And it is not our purpose to lead you into the hidden halls where plans are laid and prepared. There may be another call for struggle, but now many more realize that 61 is the bulwark of the teacher rights.

Only, as a parting tribute to those who strove and paid, and fought and won, may I say that in the San Francisco schools a Deputy Superintendent, a Junior High School Principal, two Vice-principals have been promoted from our groups.

Furthermore, we may count among the most daring, outspoken, fearless, audible members of the department members of 61.

At the hour of crisis they are called on, looked to and relied on. And they have never failed.

TO BANQUET DANIEL MURPHY

I did not mention names, they are only the leaves that are blown away by the wind, but tomorrow 61 will have a greater roster and will be found in the midst of a battle which will soon rage again, for the issue is not yet settled, and here is the reason.

Said an administrator to a teacher: "When the heads of the California Teachers Association have decided to support certain measures, the teachers should not question, but support those measures."

The heads of the C. T. A., the Council of Education has started something. A. F. of T. in California will have something to say.

Postscript: The President of the Board of Education, Daniel C. Murphy, is to be banquetted by 61, for he stood by us, while President of the State Federation of Labor, when days were stormy and dark.

Yours for A. F. of T.

PERTINAX.

Daniel C. Murphy

An Appreciation

By DAVID P. HARDY,

Deputy Superintendent of Schools, San Francisco, California, Member of Local 61

Daniel C. Murphy, elected President of the Board of Education of San Francisco in January of this year, is a sincere friend of all who labor with brain or hand and a real source of inspiration and strength to the teachers of the city. His election is a recognition by his fellow members on the Board of the unselfish service which he has rendered to the members of the school department and to the taxpayers

of San Francisco during the past seven years.

Mr. Murphy was born in San Francisco on December 3, 1881, and has remained true to the city of his birth ever since, receiving his education here and remaining within its geographical limits even while varying his occupations from one end of the scale to the other. His public activities have been along four main lines, all essentially suited to his

nature and his abilities and all of equal concern to him. He is vitally interested in everything he undertakes and gives the impression of concentration at all times, never appearing rushed or flustered and yet always being on his way forward. One gets the impression that a 21-year-old Dan Murphy, having been told by his coach to "go in there and hit that line" and having become convinced of the righteousness of his cause would be some line-smasher to stop. There is a directness to his speech and a definiteness to his questioning that is disconcerting to petitioners whose hands are not clean.

A SUCCESSFUL LABOR LEADER

He is best known as a member of organized labor and as one of its most able leaders. He has been a member of the local union of Web Pressmen ever since entering that trade, serving as its President for eight years and representing it in the San Francisco Labor Council for over twenty. He has acted as chairman of the scale committee of the organization on many occasions and has the remarkable record of having been chairman of the committee to draw up working agreements with the publishers during all of these years and never having had a strike or serious altercation with them. As a member of the central council he assisted in deciding many questions and in establishing many policies and served as President for two years in 1915-16. As a delegate he minds his own business, listening attentively and with apparent interest to expressions of opinion until forced out of his seat by flagrant violation of his ideals of trade unionism or by direct request of the chair, after which things are apt to be brought to a pyrotechnic climax and issues made clear in a most positive way. Dan has a remarkable memory and one is inviting the lightning who wobbles in his position on questions of policy. The out-and-out Red and the Pale Pink are liable to be lambasted equally.

He was a delegate from the Council to the California State Federation of Labor six times and was President of the latter body for the five years from 1917 to 1922. Those who have seen him in action at some of the turbulent conventions of those years proclaim him the peer of all presiding officers. He was Pacific Coast representative of the International Pressmen's Union in 1916 and 1917 and has attended four conventions of the American Federation of Labor, the one at San Francisco in 1915 as a delegate of the International Pressmen, those at Buffalo and Atlantic City in 1917 and 1919 representing

the Labor Council and the 1927 meeting in Los Angeles for the State Federation of Labor.

A POWER POLITICALLY

Mr. Murphy was appointed to the Board of Education in 1920, serving from January 8, 1921, to the present date. During this time very definite changes have been wrought in the personnel and policy of the Board but his position has been secure and his worth to the city admitted by all. Many members of the system have been assisted by him in various ways and the best return which they can make to him is to make good in the position to which he has recommended them. He never forgets the people out on the job and his greatest admiration is for the one who goes quietly about his business and displays his respect for fundamental principles by his actions rather than by loud declarations. The robbery of a laboring man on his way home from work by a gang of young thugs in a stolen automobile is more to him than the taking of forty or fifty dollars and the physical suffering involved. It is the violation of a sacred right specifically guaranteed to every citizen by the Constitution of the United States and for which such men as he have fought and died.

Without serious opposition he has been elected and re-elected State Senator from the 24th Senatorial District since 1922. His forceful personality and clean-cut common sense have been factors in placing beneficial legislation on the statute books and in preventing raids on the provisions of laws already there. His vote has always been right with the best interests of Labor and there has been no evasion on his part, the clerk's roll-call always being answered, "Aye" or "No."

In August, 1921, Mr. Murphy's friends were interested to hear that he had accepted a position with the Liberty Bank. After two years of experience at the central office he was placed in charge of the Mission branch and became the financial adviser of hundreds of acquaintances in that district. When this bank was taken over by the rapidly-growing young Bank of Italy, his ability and energy were further recognized and he was brought back in June, 1927, as manager of the branch where he had started his career as a banker. His connection with this powerful financial organization is a fitting one.

GOOD FORTUNE WELL DESERVED

Labor leader, legislator, school director, banker! Truly an honorable and active all-round training for citizenship and yet his life has one more facet. His interests in all of these activities are sharpened

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by his contact with them through his wife and family. His pride and interest in the records being made by his four stalwart sons and his daughter are evident to all. When the dedication of a new school building fell on the same day that one son was to help hold the line of his university's football team against the thrusts of another son captaining the team of a rival college, it was only a formality when one particular member was asked whether he would preside. The Honorable Daniel C. Murphy became one of a cheering throng and may have spent some fleet-

ing seconds speculating on the clash of the irresistible force and the immovable body as represented by two perspiring, red-headed young offspring but the probabilities are that he did nothing of the sort and yet enjoyed every minute of the battle.

Every person who knows him rejoices in his well-earned successes and wishes him well for the future, realizing that his good fortune is thoroughly deserved and that it will mean greater opportunity to assist others whose abilities might not otherwise become known.

Can Public School Teachers Be Scholars?

By E. E. SCHWARZTRAUER,

Portland Teachers Union, Local 111, Vice President American Federation of Teachers

The question in the title to this article implies that teachers are not scholars. One might take a still more controversial position and use the word "may" in place of the word "can" and by implication assert that scholars are not *wanted* in the public schools. Boards of Education, superintendents, and principals would all indignantly resent either implication if they were faced with the necessity of answering the questions suggested. The community, generally, and not a few teachers, would join in chorus. Nevertheless, an unbiased consideration of the facts would make a negative answer to the question, whichever way it were written, seem the more reasonable.

School systems are, on the whole, cut on very much the same pattern. What is true in Portland, Oregon, has its counterpart in other cities with slight variations. New York attempts to withhold promotion from teachers who do too much thinking, for by such methods teachers may be persecuted out of the system. Dayton, Tennessee has become a name synonymous with fear of progressive thought; "safety first" becomes the watchword of those who stay in the schools while others get out. Each city has its own formula for keeping the great body of its teachers to an approved community level. Part of it is conscious; much of it is unconscious. Portland's teachers cannot, on the whole, become scholarly, creatively so, because Portland's formula for caring for its teachers will not permit it. Portland is an average city, therefore an analysis of what happens to teachers in Portland may be of value, generally, in understanding why teachers on the whole cannot attain places of leadership ascribed to them in Fourth of July orations.

Even though one were to agree with those who believe that scholarly attainment is wanted in Portland teachers, he would have to take issue with those claiming such attainment possible, that is, generally speaking. Facts in the school system tell their own story. In the first place, the demands upon a teacher's time in school work make for tread-mill habits of mind. Portland, in this respect, is average. Twenty-five to thirty teaching periods in themselves drain the energy of the most vigorous of teachers. And in those periods the teacher is expected to "inspire" and train and hold in leash 125 to 150 "flaming youth." In addition to this she must spend on the average, in Portland by actual survey of the facts, time on clerical duties which in the course of a school year total 25.3 days of teaching hours and another 6.2 days of her "free" time. Having done this she may go home and grade theme papers and other written work, and make preparation for the coming day's recitations. If she thus manages to keep "one jump ahead" of her students she is fortunate. If she sits down to creative study she is unusual. If she attends University of Oregon night school classes, she may some day get a master's degree—and \$10.00 per month additional on her pay check.

In contrast with a public school teacher's work hours are those of the average college instructor. Fifteen lecture periods per week are looked upon as excessive. Nine are ideal. Clerical duties there are none. Problems of discipline are a minimum, if any. In a large university, classes may range from 25 to 200 or more, but a reader takes care of all papers or most of them. If the instructor is not lazy he has

time and energy for intensive study in his field. He does research work on a favorite project. Perhaps he writes a book which gets into the state "reading circle course," which Portland teachers are required to read for "credit." Teachers probably growl at the book's dryness but the college man derives from the writing of it a real pleasure, and a royalty. The college teacher, in other words, has the time and the energy for creative work and can attain scholarly levels. The public school teacher has neither time nor energy for striving toward these higher levels; she remains behind.

LITTLE VARIATION IN LIFE OF MAJORITY

Again, Portland teachers' salaries do not permit that richness of life which shows its fruits in scholarship. Assuming the possibility of patient and persistent study the while she plods her way through years of teaching, no teacher, except the unusual one, can keep alive and alert toward great and changing social and economic forces in the world unless she takes time off occasionally for study and travel. Sabbatical leave is not provided in Portland. A maximum salary of \$2,400, attained after 14 years of teaching, with the promise of a magnificent sum of \$500 annuity after 30 years' service, is no encouragement to a general practice of either study or travel. Contrary to a popular conception would be the facts, undoubtedly, of an investigation of the economic status of those who ordinarily "do the year in the university or in Europe." A little observation is sufficient to make one suspect that study and travel is largely done by those who through happy circumstances, possess an independent income, or by those who plunge into debt for their "time-off" luxury and painfully crawl out, or by those who recklessly throw prudence to the winds, break from the tread-mill of the class-room when their earnings allow it, and trust to the Community Chest or the grim reaper to take care of old age. The large majority of teachers, it is safe to assert, either remain hitched to the post of duty with little variation in their yearly program of intellectual stimuli other than occasional lecture series, of summer school courses offered in Portland by the University of Oregon, and books read in vacation time, or else, getting discouraged at the 14 years of apprenticeship, they get married or hunt other new occupations.

It must be borne in mind that \$2,400, the maximum for those without master's degrees, is enjoyed by only 141 of the 440 high school teachers of Portland. The proportion is even less among the grade

teachers. Time has not permitted an investigation of the average wage of Portland teachers. The turnover, as one might suspect, is quite large, which means that the median for teachers' wages must be nearer the minimum than the maximum. A survey, if such were possible, of the material educational equipment of teachers of Portland would probably reveal what observations suggest, *i. e.*, a comparative barrenness. Books, for instance, cost money now-a-days and the teacher's library is not stocked with the tools of her trade, at least, not the newest and best. If she is fortunate enough to be head of a department, she may possess shelves of samples from aspiring book companies. Great works in history, in literature, in science, the tools to which she may resort at any time and all times without the inconvenience of waiting for the city library service, she does not buy in a casual manner. Magazines? The Saturday Evening Post, Ladies Home Journal, Atlantic Monthly perhaps, and in some instances a journal of opinion like the Nation, constitute probably a fair sample of her materials for keeping abreast of the times.

CRUEL REALITIES OF MASS PRODUCTION

There is, however, a serious obstacle in the way of a real scholarship among public school teachers in addition to that of meager salaries and overwork. It is to be found in the teacher's environment. Under our present school system the opportunities for the exercise of creative ability on the part of the teacher are on the whole meager to say the least. Size of classes, long hours, and the consequent mass production processes of education, together with the growing tendency to regimentation of teachers and students, all kill that prime element in the making of the true scholar, namely, the creative instinct. Given such conditions, what is the further effect upon the mind of the teacher when she is forced to associate for seven periods a day, two hundred days in the year, and year upon year with immature minds from six to eighteen years of age? Stripping the task of all beautiful verbiage about helping the child unfold and flower, etc., etc., the teacher is chiefly concerned with the job of getting into those young minds a store of information and some skill with which they can be promoted on and out as quickly as possible to make room for the ever increasing horde who are coming in and who must be "educated" on an economy program. That is mass production in all its cruel reality. But what is the effect on the teacher? That process she is engaged in has eventually about

the same effect that the worker in a Ford factory experiences standing before an endless belt endlessly doing nothing but giving Nut 847 a twist. Even as he is in danger of finally becoming Nut 847 himself, so the teacher is on the way to becoming at least a crank. Moreover, the process of instruction allows in the schools little variation in the use of subject matter. When once the teacher has mastered the subject matter needed, then the tragedy happens. She vegetates. In self defense she does it, for what is easier than to use old mental equipment when there are 135 students to meet each day, 135 papers to grade, records to keep ad infinitum? Furthermore, having gotten her facts "down pat" she develops a superiority complex before her young brood and learns to lord it over them in true Prussian fashion. The superiority complex, in turn, precludes further mental growth.

SHIFTING TO HUMAN VALUES

Finally, teachers can not become scholars under present conditions, because they may not. A true scholar is a pioneer, a trail blazer. A teacher-scholar leads youth to an awareness regarding life about them. She gives them perspective and a sense of values. She makes them aware of the phenomenon of change and challenges them to become in turn pioneers for a better social order. There are such teachers everywhere in our schools but they are not the dominant type. They are occasional. The world does not yet want them. They are not "safe and sane." They are not true to form. The world is gone mad making *things* and therefore lays a heavy hand upon the public schools. The teacher's job becomes one of grinding out uniform products. The colleges have not suffered so greatly from such a Babbit controlled world. They deal with youth after it has gotten past the most plastic period. The danger of "freak" production is not then so great, and consequently colleges are left somewhat to their own devices.

If the above conclusions are sound, if teachers can not become scholars by reason of their working conditions, and may not become scholars by reason of an unfriendly environment, is their case hopeless? To refer to Portland's local situation again as a basis for answering the question, it is probably fair to assert that what applies to Portland applies generally. The vision of a need, once grasped by a group however seemingly insignificant that group may be at first, can grow, and change the attitude of a community. The Portland Teachers Union may or may

not have such a vision. However, it has aligned itself with that group in the community which, in common with the labor movement of the world, sees though ever so dimly the need for shifting the emphasis from things to human values. It, in common with labor, believes that, by placing itself behind the forces for change of emphasis, the teaching profession in the public schools may again become synonymous with true scholarship.

A KIND WORD

February 21, 1928.

MRS. FLORENCE CURTIS HANSON,
Editor American Teacher,
327 South LaSalle Street,
Chicago, Ill.

DEAR MRS. HANSON:

No one enjoys more thoroughly the reading of *THE AMERICAN TEACHER* than do I, and you can have no idea how much I rejoice with the coming of each issue. I understand that my old love, Local No. 89 of Atlanta, will have a part in the preparation of the coming number. Naturally I want you to send me a few extra copies this time, so that I can see to it that a few of our people here get a little first-hand information as to what the American Federation of Teachers is doing. The doings of Atlanta, since Atlanta is a Southern community, will naturally have a greater appeal to our folks here.

Remembering with a great deal of pleasure my former associations with the American Federation of Teachers, and trusting that all goes well with yourself and with the organization, I am

Very sincerely yours,

C. E. PHILLIPS.

A TREAT FOR CHICAGO TEACHERS

Dr. Alfred Adler, of Vienna, eminent Psychiatrist and Psychologist, will give a course of lectures on social and educational problems especially valuable to teachers in Recital Hall, Fine Arts Building, Chicago.

Tuesday, April 10, 4 P. M.

Thursday, April 12, 4 P. M.

Saturday, April 14, 10 A. M. and

Monday, April 16, 4 P. M.

Course tickets \$5.00; single admission \$1.50.

Should we consider it a blessing that some people don't do more thinking and develop more original ideas?

The Union Movement in Seattle

By RALPH C. JOHNSON, *Chairman*, W. E. MILLIKEN, O. D. STODDARD, LEN TOOMEY, *Press Committee*,
Local 200, American Federation of Teachers, Seattle, Washington

Among the newly-formed locals of the American Federation of Teachers is the Seattle High School Teachers Union, Local No. 200. It is now in its infancy, but is making a rapid growth toward robust maturity.

The teachers of Seattle passed through the period of Wilsonian encouragement to labor and the period of high wages brought on by the World War without profiting therein. Even in 1920, the pay of the Seattle teachers was still on a pre-war level and was hopelessly inadequate. In 1920, after much agitation and acrimonious discussion, salaries were raised \$300 and the situation was thus slightly bettered. But in 1922, like a bolt out of the blue, came a salary cut amounting to \$150. Four rather hard and barren years for the class room teacher passed before the scale of 1920 was reached again. Then the Seattle high school teachers found themselves stopped at \$2,400 and that Seattle ranked last of cities of its size in maximum salary of high school teachers.

Resentment toward the situation was felt by many of the teachers, but no means of forceful protest were at hand. The regular organization seemed unable to do anything and the situation was further aggravated by rapidly increasing numbers in the classes, greater impositions of extra-curricular duties, and a threatened lengthening of the school day. It is significant that when the wages were reduced by the Board of Education in June, 1922, the Board proclaimed as one of the reasons for the reduction, the necessity of employing more teachers in order to relieve the congestion in the class rooms. Since that time however, the class load of the teachers has been gradually augmented.

UNION MESSAGE IS HEARD

Economic distress naturally showed itself greatest in that group where many of the teachers had dependents—the high school group—where nearly all of the men teachers were to be found. A High School Men's Club was organized and set to work on the problems that confronted the teachers, but in any attempt to better things, the men found themselves facing the necessity of breaking away from the women teachers. This was deemed unwise and those leaders most interested sought some form of organization which would "divide us the least." The American Federation was

the answer and Local No. 200 was chartered in October, 1927.

In February, 1927, at a called meeting of the Seattle High School Teachers League, Mr. E. E. Schwartztrauber, Vice President of the American Federation of Teachers, and a member of Portland Local, No. 111, addressed a small group of the high school teachers and explained the necessity and desirability of unionization of the teachers. The League at that time was conducting a campaign for higher salaries and it was deemed unwise by those present at that meeting to do anything that might becloud the issue in the salary campaign.

However, a resolution was passed creating a committee and making it obligatory upon that committee to call a meeting of the high school teachers at a later date to discuss further the advisability of the formation of a union.

REFERENDUM VOTE TAKEN

As soon as the salary request was a dead issue (perhaps it is necessary to say that it was refused) a meeting of the high school teachers was held for the above-stated purpose and was well attended. The discussion was entertaining and enlightening and an actual majority of those present favored the formation of a union. However, it was considered advisable to secure an expression of opinion from every Seattle high school teacher. Therefore, the committee was continued and charged with the duty of carrying out a referendum upon the question.

In carrying out this referendum the following question was addressed individually to the 476 high school teachers:

"Provided a considerable majority (235 or more) of the Seattle high school teachers signify their willingness to do so, would you favor joining the American Federation of Teachers and affiliating with the American Federation of Labor?"

Thirty-nine per cent returned an unequivocal "yes;" thirty-one per cent voted "no;" and thirty per cent gave middle-ground answers, such as "undecided," "inclined to favor, but want more information," and "open to conviction."

HEAVY WORK OF N. E. A. MEETING

In April, 1927, Mr. Schwartztrauber happened to be in the city again for a day and in conference with

the committee gave helpful advice. The remainder of the school year was spent in discussion and the further education of the corps.

During the summer of 1927, Seattle entertained the National Education Association and naturally an immense amount of work devolved upon the teachers. Because of the unselfish sacrifices of the teachers, tremendous and fulsome laudation of the Seattle teachers was expressed by administrators, local newspapers, and education journals. The Seattle teachers, tired of trying to pay bills with praise and climate, decided that the setting was propitious for an attempt to unloose some of their shackles.

As soon as the school year 1927-1928, opened in September, the work of unionization was taken up. At a meeting held late in October, 1927, Mrs. Florence Curtis Hanson, Secretary-Treasurer of the American Federation of Teachers, was present and addressed the high school teachers. At the close of

this meeting a petition for a charter was signed and the movement approached fruition.

UNION FORMALLY LAUNCHED

On November 4, 1927, a meeting of a few leaders was held and plans made for an organization meeting to be held November 22. On that date the union was formally launched and announced. A temporary organization was perfected and a constitutional committee chosen. Two weeks later another meeting was held, the constitution reported by the committee was adopted and regular officers elected. The officers are: President, Lewis A. Morrow; Vice President, Miss Lila Hunter; Recording Secretary, Mrs. Leah Griffin; Corresponding Secretary, Miss Belle McKenzie; Treasurer, George M. Smith.

Thus Seattle High School Teachers Union, Local No. 200, American Federation of Teachers, became an actuality and a dominant influence in the lives and work of Seattle high school teachers.

Teaching Not a Profession in Seattle

By PRESS COMMITTEE,

Local 200, American Federation of Teachers, Seattle, Washington

Teaching school has never attained the dignity of a profession in Seattle. Members of a profession are generally conceded the right to determine in no small measure matters pertaining to their working conditions, policies of the group, and remuneration. It has been the usual practice in Seattle for the administrative department to inform the teachers of policies and salary schedules after they have been virtually approved by the board. This fact was strikingly exemplified recently in the salary schedule adopted by the Board of Education. The high school teachers who had waged a long and intensive campaign for higher salaries, were ignored by the board in the formulation of the new schedule. As a consequence the scale that was approved is honeycombed with discriminations and inequalities.

It is patent, of course, that if the teachers had had an efficient organization they would have been consulted freely and frequently in regard to the determination of educational policies and the arranging of salary schedules. It has been demonstrated again and again, that teachers' organizations, in order to be effective, must not only be aggressive, but must also have contacts outside the so-called profession. When the employers in the building trades, in the printing trades, in the railways, contemplate a change of

policy which in any way affects the workers, the workers are consulted in regard to the proposed changes. The teachers in Seattle have not been rated quite as high as ordinary laborers.

LEAGUE "TOLERANTLY" IGNORED

The Seattle high school teachers, it is true, have had an organization, the High School Teachers League, since the spring of 1917. However, it had no affiliations with any other civic, educational, or commercial group in the community, and accomplished little for those whom it was designed to serve. It elicited no paeans of praise, nor evoked bursts of wrath, but was more or less tolerantly ignored as an innocuous growth of exotic hue.

The Seattle High School Teachers League, while it has been open to all high school teachers in the city that pay their annual dues and assessments, has had usually an active membership of not more than fifty per cent. A heavy weight of dead-heads has proved the death of many an organization.

Upon two notable occasions the Seattle High School Teachers League has failed the teachers in a crisis. The first occurred in the late spring of 1922. The teachers had asked the Board of Education for an increase of salary. Instead of voting a raise, the Board postponed election of teachers until a few

days before the close of school in June, and then announced that salaries of all teachers drawing less than \$3,000 a year would be cut \$150. Those receiving more than \$3,000 a year would be reduced \$300.

PROTESTS PROVE FUTILE

The protests of the High School Teachers League were futile.

The second crisis came in April, 1923, when some twelve or fifteen members and former members of the Executive Committee of the High School Teachers League, received this letter from the Superintendent of City Schools:

"I am directed by the Board of Education to inform you that your name will be withheld from the list of teachers elected until an investigation is completed relative to a meeting of teachers that was held the last of June or the first of July, 1922, at which time a statement was prepared denouncing the Board for certain action relative to salaries.

"I hope this investigation will be completed within a few days.

"Very truly yours,

"T. R. COLE,

"Superintendent."

Although the teachers involved were falsely accused, the High School Teachers League took no

action toward defending its members. Some two weeks later the teachers in question were informed that their names were restored to the list of those elected, but no further explanation was offered as to the nature of the charges against them.

Had the High School Teachers League been an efficient organization, and had school teaching been recognized as a profession in Seattle, the teachers would have been accorded a full explanation of and proper apology for the injustice done them.

NOW AFFILIATED WITH LABOR

It is the desire of the members of the recently-formed High School Teachers Union, Local 200 of the American Federation of Teachers, that this order will achieve many of the aims which the league failed to accomplish. The union now comprises a membership of upwards of 250 teachers, or more than fifty per cent of the high school teachers in Seattle, and it is an active membership.

The union is affiliated with the American Federation of Labor and the Central Labor Council of Seattle, and is making arrangements to join with the Washington State Federation of Labor.

With these connections the High School Teachers Union of Seattle will be in a position to command the respect of society, which the older high school teachers organization has never been able to gain.

The Program of The American Federation of Teachers Local 200, Seattle, Washington

By PRESS COMMITTEE,

Those who entertain the idea that The American Federation of Teachers, Local 200, was organized solely for financial benefits are unaware of the scope and nature of the program which has been accepted as a basis of future action. Although the economic situation has been critical and all members are decidedly active in furthering ways and means to improve that situation, Local 200 realizes that her duty is one of progress through education and reform. Our ideal is not to travel rainbow paths at whose ends lie gleaming pots of gold.

One of the problems which we are facing, under our new organization, with renewed purpose and determination is that of taxation. As the teachers in Chicago and elsewhere are discovering, we here in Washington, are beginning to find that much of the revenue rightfully belonging to the children of the state is never collected or is turned into less import-

ant channels. Our group proposes to investigate the tactics of the tax evader and administrator and to expend whatever is necessary to bring such persons to a fuller recognition of their duties as American citizens. The committee in charge already is laying the foundations for such a study and expects within another year to have made definite progress.

TENURE LAW PRIME CONCERN

Another cause to which Local 200 has dedicated its services is teachers' tenure. There is no law in this state so far interpreted as meaning that a teacher's services can be engaged for a period longer than one year. This is a condition which manifestly must be remedied.

Legislative activities, other than concern tenure, are to be promoted. We shall use the strength of our group to assist in the endorsement of an amendment

to the state constitution providing for the taxation of intangibles. This proposition has been referred by the state legislature to a vote of the people at the election next November. Such a law will materially increase the revenue for school purposes. We shall do all we can to secure the enactment of a retirement law adequate for the purposes for which such laws should be made; and what we attempt for our own group, we shall as faithfully strive to assist all other laborers to attain. There is the dawning of a new day; and the State Federation of Labor is beginning, with new effect, to formulate propositions for the general welfare of this commonwealth.

STRIKING MINERS ARE AIDED

Another active interest of the organization will be the effort to establish a basis for more intimate co-operation between administrative departments and class room teachers. A more desirable organization of school life is sought. In this effort, the Local will find opportunity to call to the attention of the public the right and duty of class room teachers to direct, in a larger way, the affairs of the school; to assist in determining length, number, and size of classes; in adjusting room conditions; in revising courses of study; in limiting extra-curricular activities; and in shortening the working day, etc. It has long been felt by our membership that those who have, for the most part, determined such conditions, have not been, at

least in recent years, closely enough in touch with school life. It is the desire of the Local to co-operate more efficiently with the administration in the working out of these problems.

One of the most recent signs of an unselfish spirit in our Local is the part taken in the relief of suffering miners in the coal fields of Pennsylvania and Ohio. Although the treasury is low as a consequence of the expensive campaign of publicity recently conducted by high school teachers in the Seattle press, a liberal contribution of money and clothing has been sent. This is the first expression of the group in the direction of social service; but it augurs well for future activity in this field of usefulness.

Finally, Local 200 may point with pride to a personal interest in the union labor movement whether local, national, or world-wide. Many of us have been students of organized labor; we have suffered in her defeats; we have rejoiced in her victories; and now we come to reaffirm our faith in the ideal of Unionism—a larger share in the management and rewards of her enterprises. We join with the laborers of the world, unafraid of the future, if we may count as our friends that great army of men and women who work with brain and brawn for their daily bread, who strive always for just conditions of work, leisure, and culture, and who are, in the full meaning of the expression, "the salt of the earth."

Attitude Toward the Seattle High School Teachers Union

By PRESS COMMITTEE,

Local 200, American Federation of Teachers

Although the formation of the Seattle High School Teachers Union was a distinct shock to people of tender social sensibilities, it has not aroused the antagonisms that might have been expected. The most vigorous attack against it perhaps was that made by Mr. C. W. Dawson, President of the Associated Industries, in an interview in *The Seattle Star*, December 7, 1927.

Mr. Dawson expressed the fear that the "teachers' certificate would be replaced by the union card," and denounced the principle of unionism as not "compatible with the policy under which the public schools of this city are conducted."

"EARLY DEMISE" DESIRED

Mrs. R. N. Coats, chairman of the High School Teachers Council, Seattle Parent-Teachers Association, expressed the view that the organization of the union was "unwise," and at the same time, hinted

that an early demise of the union from inanition would not be a bad thing for the cause of education in Seattle.

On the other hand, Mr. E. B. Holmes, member of the Seattle Board of Education, in an interview in *The Seattle Star*, December 10, 1927, while not giving the new-born infant his official blessing, stated that:

"As for the teachers forming a union, that is entirely a personal matter with them.

"If I were so narrow-minded that I could not give proper consideration to every individual teacher who appealed to me, regardless of his personal likes and dislikes and personal affiliations, I would be unfit to sit on the board."

The only open hostility encountered in the press by the union thus far is confined to three weekly publications in Seattle of the extreme re-actionary

type, and insignificant as to circulation and prestige. The daily press, although not enthusiastic about the idea of a public high school teachers' union, has manifested no unfriendly spirit toward the organization. In fact, the teachers feel that the daily press has dealt with them in a manner eminently fair.

Labor has been the teachers' friend, and naturally, the High School Teachers Union was welcomed warmly by the Seattle Central Labor Council. The

teachers have also received assurances of sympathy and support from thousands of business and professional men and women in the city. In fact, several leaders in the civic and commercial life of the city frankly declare that without the union the high school teachers could never hope to accomplish anything for their betterment. They ascribe the recent raise of salary, slight though it was, to the influence of the High School Teachers Union.

That Salary "Raise"

By PRESS COMMITTEE

Local 200, American Federation of Teachers, Seattle, Washington

The Seattle high school teachers, who have been conducting a campaign for an increase of salary for the past six or seven years, have decided to continue their activities indefinitely. The teachers who were asking that the board advance the maximum salary immediately from \$2,400 to \$3,000, were granted a raise in February of \$40 a year for teachers receiving the sub-maximum salary, while those receiving the maximum salary were voted a raise of \$100 a year. In other words, the sub-maximum teachers were given 6 2/3 per cent of the \$600 increase requested.

BELOW CITIES IN SEATTLE CLASS

The board adopted a single salary scale, with a minimum of \$1,300 for the elementary schools, and a maximum salary of \$2,700 for all teachers holding a Master of Arts degree. However, this new maximum salary does not become fully operative for three years. The maximum for holders of the degree of Bachelor of Arts, \$2,600, does not become effective for maximum teachers for two years.

The maximum salary in Seattle is still more than \$400 below the average maximum salary in the thirteen cities of the Seattle class.

\$3,000 MAXIMUM SOUGHT

Since the immediate relief granted the teachers is such an infinitesimal amount, and since it is such a meager percentage of the increase asked for, the high school teachers have agreed with enthusiastic unanimity that the salary schedule adopted by the board is a challenge to them to continue their efforts for an advance of the maximum salary to \$3,000.

Below is the single salary scale as approved by the Seattle Board of Education in February:

| | |
|---------|---------------------------------------|
| \$1,300 | 2 years experience—Elementary Schools |
| 1,400 | 3 " " " " |
| *1,500 | 4 " " " " |

*Maximum beginning salary, Elementary School.

| | |
|---------|--|
| 1,600 | 2 " " Intermediate or Senior High Schools |
| 1,700 | 3 years experience—Intermediate or Senior High Schools |
| **1,800 | 4 years experience—Intermediate or Senior High Schools |
| 1,900 | Intermediate or Senior High Schools |
| 2,000 | " " " " " |
| 2,100 | Maximum salary, Elementary Schools—2 years training or equivalent. |
| 2,200 | Maximum salary, Elementary Schools |
| 2,300 | Maximum salary, Elementary Schools—3 years training or equivalent. |
| 2,400 | Maximum salary, Elementary Schools |
| 2,500 | " " " " " |
| 2,600 | " " A. B. degree, or equivalent. |
| 2,700 | Maximum salary, M. A. degree or equivalent. |

**Maximum beginning salary, Intermediate or Senior High School.

BREVITIES

Mr. Lewis A. Morrow, President of the Seattle High School Teachers Union, represented Knox College at the inaugural ceremonies of Dr. M. L. Spencer, February 22, when he was inducted into the presidency of the University of Washington. Mr. Morrow, who now teaches Latin and German in Queen Anne High School, Seattle, was a member of the faculty of Knox College for several years.

The constitution of the Seattle High School Teachers Union, Local 200 of the American Federation of Teachers, has been amended to admit college and university teachers. A number of professors in the Uni-

versity of Washington had expressed a wish to become members of the organization.

Unionism is popular among the department heads in Seattle high schools. More than three-fourths of the heads of departments in Seattle have joined Local 200 of the American Federation of Teachers.

Representatives of the Seattle High School Teachers Union are much in demand as speakers before groups of teachers in neighboring cities and towns. Tacoma, Bremerton, and Bellingham are among the cities that have considerable bodies of interested teachers.

The word "union" is still a term of horrendous import to the Seattle Board of Education. A request for the use of a room in the Roosevelt High School for a meeting of union teachers was denied by the honorable body in November.

School executives, as a rule, do not consider moral courage a desirable trait in a class room teacher. Those Seattle high school teachers who have done most for the advancement of education during the past six months are the least popular with the administrative division of the city school system.

A VOYAGE OF DISCOVERY IN RUSSIA

"I like poor people with rich souls. Russia is full of them." So wrote a member of an Open Road party after return from Russia last summer. Others will have like opportunity to gather rich experiences this coming summer in the parties being organized by the Open Road in co-operation with the National Student Federation of America and the International Hospitality Association. One of these parties will draw its membership largely from the West and will have for its leader, E. E. Schwarztrauber of the Portland, Oregon, Local 111.

The tour is planned for a period of approximately five weeks in Russia. The party will leave New York about June 23. Its itinerary will include Leningrad, Moscow, the Ukraine, the Crimea, the American Reconstruction Farms in the Caucasus, and Tiflis in the Georgian Soviet Republic. The Open Road has, by careful planning based on past experience, perfected the details of travel so that there is assured a maximum of comfort under conditions of travel in Russia and many intimate points of contact with the Russian people. A guide-interpreter, provided through the Russian Society for Cultural Relations with

Foreign Countries, will look after all technical details of travel in Russia. Furthermore, since the party is limited to eight, all the advantages of individual travel are secured without the disadvantages of the usual tourist crowd. Mr. Schwarztrauber's party will be back in New York about August 25. The Open Road permits arrangements for joining the party at the port of entry to Russia or of leaving it to remain in Europe on the return out of Russia. Proportionate reductions are made in such cases on the cost of the tour which, complete, amounts to about eight hundred fifty dollars.

For further information, write E. E. Schwarztrauber, Route 5, Box 68, Portland, Oregon.

INAUGURATION OF DEAN WILLIAM FLETCHER RUSSELL AND NATIONAL EDUCATIONAL CONFERENCE

The new dean of Teachers College, Columbia, University, William Fletcher Russell, will be inaugurated in New York on April 10, 1928. On this and the following day a national Conference will be held to consider the present condition of American education, its successes and shortcomings, and its future development in response to new social demands. The alumni of Teachers College will join in the exercises of the occasion instead of holding their annual homecoming at an earlier date as already announced.

The main features of the two days' program will be general sessions at which nationally known speakers, both educators and laymen, will discuss educational needs, group conferences of persons interested in particular aspects of education, the installation itself, with addresses by President Butler, Dean Russell, and others. The program will close with a banquet on Wednesday evening for the visiting delegates.

The threefold nature of this coming event gives to the announcement of it unusual significance. The installation of a new dean in Teachers College is itself of interest to educators everywhere. The alumni conference serves as the annual reunion of members of the largest group of its kind in the world. And there is added, for full measure, a conference on major issues in professional education to which contributions will be made by institutions throughout the country that will represent not merely individual but rather matured group opinion on new issues and methods of meeting them.

More detailed announcement of the program will follow.

Conference On the Cause and Cure of War

By LAURA PUFFER MORGAN

Secretary, National Council For Prevention of War
Washington Local 198

The National Conference on the Cause and Cure of War, called by nine national women's organizations, meeting for the third time in Washington on January 15, marked a distinct advance in the women's movement for peace. Six hundred women, many of whom had participated in the two preceding conferences, and had continued their studies on the problem of abolishing war in the interim, gathered here under the chairmanship of Mrs. Carrie Chapman Catt, prepared to take a definite step forward. Whereas the first two conferences had produced only "findings" on the causes and cures of war, this time action was taken recognizing compacts between nations as the only substitute for war, and presenting a plan for an intensive campaign of education on this principle throughout the country in order to create a public demand for the successful conclusion by the State Department of such treaties substituting peaceful settlement for war, and their ratification by the Senate.

The conference did not set its stamp of approval on any one proposal but promised active and concrete support to the "efforts of the State Department to conclude either a multilateral treaty or bilateral treaties with the five principal Powers, and urged continued efforts if the present negotiations with France fail." It was recalled that our present arbitration treaties with Great Britain and Japan, as well as with France, expire during 1928. This national crusade, as it was outlined by Mrs. Catt, must, before its inauguration, be approved by the participating organizations themselves, The American Association of University Women, The Council for Home Missions, The Federation of Women's Boards of Foreign Missions of North America, The General Federation of Women's Clubs, The National Board of the Young Women's Christian Association, The National Council of Jewish Women, The National League of Women Voters, The National Women's Christian Temperance Union, and The National Women's Trade Union League.

ABOLITION OF WAR POSSIBLE

In adopting arbitration—using the word in its most general sense to include all peaceful means of settlement—as the anti-war specific and the objective of future activity, the conference followed the lead of

Mrs. Catt's keynote speech on "The Status of War Versus Peace." Though she warned her audience that she was treading on controversial ground, Mrs. Catt declared that after some years' study on this question she had reached certain conclusions, which can roughly be summarized as follows: that war as an institution can be abolished by civilized nations when the people will; that the only way to treat the problem of war is to isolate it and treat it by itself, "clearing away the rubbish;" that the so-called causes, which are really only excuses, are a part of the rubbish—this conclusion she had come to after listing 257 causes; that the complicated problems about which men write books can not be settled with guns but call for statesmen; and that the only possible substitutes for war are compacts among civilized nations to prescribe war as between themselves and to find peaceful means for settlement.

The program of the Conference indicated the increased power of the delegates to tackle the problems with which they were confronted. Less stress was laid on formal speeches and several sessions were given over to an open forum discussion among the delegates themselves. An innovation was introduced in the opening public session when the Secretary of War and representatives of the State and Navy Departments presented the points of view of their respective departments. They were courteously and even enthusiastically received, but the arguments of the military men that the only way to prevent war was to prepare for it, and of the diplomat that the State Department could very well preserve peace if "the professional peace makers" would leave it alone, were calmly ignored by the delegates in their deliberations.

BURTON RESOLUTION ENDORSED

A completely novel feature of the program was the introduction of two round table discussions, one on the Cause and Cure of War, one on the Foreign Policy of the United States,—participated in by professors James T. Shotwell, Philip Marshall Brown, John H. Latane, Harry Elmer Barnes, Mrs. James M. Morrison of Chicago, President Mary E. Woolley of Mt. Holyoke College, and other experts, seated on a platform with the delegates as an interested audience. It was, as Mrs. Catt announced, such a round table

as had never been held before anywhere in the world, but it was pronounced a great success. The delegates received a valuable object lesson on the way to meet the arguments which they will have to face. Miss Woolley voiced the teacher view point when she urged that every person in the room should do his part to stimulate in the young that understanding of foreign nations which is the basis of peace.

In addition to the plan for future activity, which will be submitted to the national organizations, the delegates, acting in an individual capacity, discussed and unanimously adopted two resolutions dealing with emergency questions. These were an endorsement of the Burton resolution (H. J. Resolution 1) prohibiting exportation of arms to a nation which has engaged in war in violation of a treaty, and a denunciation of the naval building program now before Congress.

The Burton resolution was under consideration by the House Foreign Affairs Committee while the Conference was in session, and during this time was changed so as to make the prohibition of arms export apply not only to the guilty nation but to any belligerent, except by act of Congress. The action of the Conference, nevertheless, was allowed to stand as taken, since the effect of the change is to broaden the scope of the resolution, which is regarded as a long step forward toward enforcing peace. (The new Burton Resolution (H. J. Resolution 183) was favorably reported by the Foreign Affairs Committee on January 30 (H. Report 492) and early action by the House is expected.)

NAVAL EXPANSION OPPOSED

Animated discussion followed the introduction of the resolution opposing the five-year naval program. It was evident that the sentiment of the Conference was entirely against a policy of naval expansion, but there was a difference as to details, in the course, of which one delegate announced that a navy man's definition of "an adequate navy," always simmers down to this: "adequate preparedness means one battleship more than any possible enemy." In the end all agreed on the resolution finally framed:

"RESOLVED, That the Conference on the Cause and Cure of War deplores the policy of greatly increased Naval armaments for the United States, at the same time that our State Department is offering Treaties renouncing War as an instrument of national policy, and urges that in the adoption of any Naval building pro-

gram the President be authorized to suspend construction if circumstances warrant it."

The Conference could not adjourn without some declaration on the World Court situation, which has resulted in a deadlock in spite of the Senate's overwhelming vote. The first conference declared for participation in the Court and visited the President to tell him so. The second conference sent a letter to him urging further negotiations. This year a letter, drafted by Mrs. Catt, was approved, asking for a declaration from the Administration on the interpretation of the clause "has or claims an interest," the implications of which have so far made our adherence to the Court Protocol impossible. With this matter cleared up, said the letter, resumption of negotiations should not be difficult. The letter calls for a reply, and the answer, of interest to millions of women, is eagerly awaited.

THE OUTLAWRY OF WAR—By Charles Clayton Morrison. Willett, Clark & Colby, Chicago, 1927. \$3.00.

The Outlawry of War by Charles Clayton Morrison is highly recommended to those who wish to study the industrial and economic problems that are the causes of international warfare. Mr. Morrison interprets clearly the philosophy of the movement to outlaw war. He shows that permanent world peace can come only by establishing an extensive legal and judicial system which will safeguard peace. To outlaw war, he claims, is a step and a long one in the direction of the discovery of ways to establish universal peace and justice—ways which will obliterate the principal cause of war, the competitive economic international organization, with its ambitions and greeds and its creed, to the victor belongs the spoils."

DOLLARS AND WORLD PEACE—By Kirby Page. George H. Doran Company, New York, 1926. \$1.50. (In paper covers, at 15 cents.)

Kirby Page, editor of *The World Tomorrow*, has given us again a worth-while book in "Dollars and World Peace." The reader will find much valuable information concerning foreign trade and investments and a clear exposition of the industrial and economic problems leading to international warfare.

Mr. Page very clearly demonstrates the economic interdependence of nations. The goal toward which he is aiming is permanent world peace. He advocates outlawry of war as one means of strengthening international friendship.

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AMERICAN FEDERATION OF TEACHERS

ORGANIZED APRIL 15, 1916

Affiliated With the American Federation of Labor

The responsibility for this issue of THE AMERICAN TEACHER is shared by California locals Vallejo 26, Sacramento High 31, Sacramento Elementary 44, San Francisco 61, Fresno 72; Portland, Oregon, 111 and Seattle, Washington, 200.

We must teach the young that no one ought on any pretext to hate his neighbor.—Socrates.

GIVING AND GETTING

What can the American Federation of Teachers do for me?

What can I do for the American Federation of Teachers? And why?

These are questions which every teacher should ask himself. They are queries to which many teachers, either in the membership of the Federation or outside of it do not seek an answer. On all sides are heard vigorous protests and complaints against existing conditions. "Can't something be done for the teachers?" is a very common question.

These questioners do not look to the logical means—mass action—for a solution of their difficulties. A large group has behind it the strength of members and the prestige of a representative body. The American Federation of Teachers has behind it the strength not only of its own members but also of the American Federation of Labor, of whose educational program Dr. John Dewey says: "I say without any fear of contradiction that there is no organization in the United States—I do not care what its nature is—that has such a fine record in the program of liberal progressive public education as will be found in the printed records of the American Federation of Labor."

The individual can do little to help himself and certainly less for anyone else. An organization becomes more effective as its membership strength increases. But before the members can receive they must give. Teachers must learn more generous giving if they expect liberal returns. A chief reason why teachers have received so meagrely is because they have not learned large scale action. Those who get must expect first to give. Organization means getting for members something which they could not get as individuals, nor in groups of tens, twenties or hundreds; it means getting only what its members give,—results in proportion to the support given.

OHIO TEACHERS RESENT POLITICAL CONTROL

Interference by politicians in public school matters and attempts to use teachers for political purposes was condemned by the Northwestern Teachers Association in their January meeting in Toledo. A resolution deplores political control because it reduces the teachers' freedom and hence the pupils in their charge.

The American Federation of Teachers agrees most heartily with the sentiments of the Ohio teachers, but feels that one of the gravest evils of the situation

is that when teachers have passed resolutions condemning political control of school affairs they have come to the end of their power in most places today. They dare not openly attack specific political activities in any definite locality if they teach in that locality. Loss of promotion or even of position would be meted out to the leaders. To many citizens, the use of school positions, both business and educational, as political awards is to be unreservedly condemned only when carried on by political opponents. In one's own party such procedure may seem to be justified at times. Hence teachers do not feel safe even with tenure laws in openly attacking local political control. They would be supported only by a part of the public in any case and that part might desert them later on some other issue and leave them holding the bag. Until the general public becomes sufficiently interested and enlightened to take an unselfish and intelligent share in choosing good officials and in helping them to remain good while in office, teachers can only show their opinions in these vital matters by passing resolutions.

This situation of "politics in the schools" is unfortunately only too common, but there is a ray of hope in the few communities that are leading the way to a better state of affairs. The stories of A. F. T. locals' activities elsewhere in *THE AMERICAN TEACHER* give us encouragement to believe that a not remote day will find teachers generally daring to do more than pass resolutions, even backed up by a socially intelligent public, making their opinions effective.

WHY A NATIONAL?

By MARIAN C. LYONS

Federation of Women High School Teachers No. 3

Members of strong locals may wonder of what value a national organization is to them that they should support it. They plan and finance their own projects, and think that perhaps the national dues would be better spent on some local issue. Hence, we ask: Why a National?

Consider the case in which local groups of teachers have engineered a successful plan for salary increases. They have made investigations, laid plans, built up favorable public opinion and convinced the Board of Education of the justice and necessity for the increase. The local board granted the increase. What outside locality or agency had anything to do with the increase? None, it seems at first thought; but no city lives in a vacuum.

The situation in any locality as to teacher load, pensions, sabbatical year or salary is not an isolated thing, unrelated to the situation in other localities, but reflects the good or evil in these particulars as they exist in those other localities. One of the best arguments (to the mind in favor of any proposition) of the board is that other cities "are doing it." Teacher gains in one place make more probable teacher gains in others. Local conditions are certainly taken into consideration but the ultimate decision in any case is definitely affected by the policy elsewhere.

The national, since it is in a position to know what is going on in various states, can give information as to the gains being made and as to the methods used successfully. If the sabbatical year has been given to Chicago teachers the news is carried to locals in other cities, and causes them to strive for the same objective. Some locals will win it and report their experiences. Thus ideas and plans from a score of locals can be pooled through the National to the enrichment of the work of each local. Increased efforts and enthusiasm will be aroused as teachers in different sections of the country feel themselves parts of one big unit working nationally to improve school conditions.

Since there are so many worthy objectives to strive for, there might be loss of results through working for too many things at once. The National is therefore needed with the annual convention to unify our efforts. Not that any good objects are to be discarded but simply that each may be evaluated and the whole arraigned in some harmonious pattern. Progress will be more logical and assured if a chosen few are to be striven for by all the locals during any given year. These few objectives will be given publicity in the newspapers more readily if discussion on them is national and a general public opinion can be built up. A concerted drive over the country makes local successes more likely. A push in one locality can not help general school conditions much but a push altogether with the constant backing by the National, can.

The gains made by teachers which are purely local can be easily lost. The local board knowing that their school conditions are better than those in other localities may naturally decide that they are too good and retrench. If the gains in any locality are not isolated but part of a nation wide campaign in which similar gains have been made in various other places, retrogression locally would not be so easy and unchecked.

Local News

CHICAGO, LOCALS 2, 3, AND 199

The Federation of Men Teachers and the Federation of Women High School Teachers are conducting a joint membership drive. Miss Natalie Chapman, Lindblom High School, is chairman of Local 3's committee and T. J. Wilson, Englewood High School, of Local 2's. Though barely launched the results are already manifest and a decided growth is expected. The teachers of Chicago are realizing more than ever the value of organization and their debt to the Federations.

The following record and program of action was sent to all Senior and Junior high school teachers with an invitation to join:

The Federation of Women High School Teachers, The Chicago Federation of Men Teachers, have been effective in helping to secure

1. Adjustment in size of classes.
2. Equalization of the teaching load.
3. The Sabbatical leave of absence.
4. Protection of the interests of the individual teacher.
5. Presentation of the point of view of the classroom teacher in educational matters.
6. New rule for promotion of teachers on limited certificate.
7. Leave of absence on full pay for ex-service teachers at the Paris Legion convention.
8. Invaluable publicity for the schools over station WCFL.
9. Establishment of the principle that a teacher may teach her major subject.
10. Group insurance for all women.
11. Raising the minimum salary from \$1,000 to \$2,000.
12. Shortening the salary schedule to ten years.

Our Program for this year is:

1. Continued effort to reduce size of classes.
2. Equitable upward revision of the salary schedule.
3. Campaign for new high schools not larger than 2,000.
4. Official recognition of the teachers' councils.
5. Careful study of educational experiments.
6. Co-operation with all groups interested in education.

Teachers' organizations affiliated with organized labor represent all groups of teachers in Chicago:

elementary, junior high, senior high, normal and junior college.

National affiliation provides direct contact with classroom teachers all over the United States.

Become a part of this Great Movement!

Interest in the program of 199 continues if membership increase is an evidence. On the Monday following the dinner on Friday, March 2nd, seventy-five membership applications were received and they have been coming in steadily ever since. The president, Agnes B. Clohesy, is a teacher at the McLaren School and also a practising attorney. She is treasurer of the Chicago Women's Bar Association and was chairman of the banquet committee on the occasion of the Association's annual banquet on March 10. This was a most brilliant and successful affair.

NEW YORK, LOCAL 5

The Teachers Union of New York City is working to secure the passage of Lefkowitz Merit Bill Print No. 721 Int. No. 706, establishing the promotion upon the basis of merit for those now in the exempt class. The bill seeks to have all exempt positions below that of associate superintendent filled on the basis of merit, rather than by political preferment. The Union believes that once the Board of Superintendents is freed from political pressure, it will have time to face the educational problems demanding solution and to study them adequately.

The Teachers Union has endorsed two non-educational bills, the substitution of life imprisonment for electrocution as the penalty for conviction of first degree murder, and the granting women the right to serve on juries on the same terms as men.

The pension victory is most gratifying. The secretary of the Teachers Retirement Board, who had been appointed without the approval of a teacher member, as required by law, has been ousted. Mrs. Mabel L. Rees, one of the editors of *The Union Teacher*, in co-operation with the teacher members of the Retirement Board, brought suit for the removal of this political appointee. The Court of Appeals fully sustained the teachers' contention.

MINNEAPOLIS, LOCAL 59

The salary campaign has been partially successful. Not all the teachers wanted, but enough to enable them to continue the fight. Details and schedule later.

ST. PAUL FEDERATION OF WOMEN TEACHERS,

LOCAL 28

The St. Paul Federation of Women Teachers held its regular monthly meeting which was well attended and devoted to organization business. A second special meeting, social in its nature, was crowded and devoted to bridge.

Most of the present effort is on plans for a salary increase on which a joint salary committee of the three teachers' organizations of the city, the Principals' Club and the two Federations, is working. The work is difficult because of the peculiar financing method of the city, augmented by the industrial depression of the northwest. The committee believes it is beginning to see a way out.

A committee of Local 28 has been organized to study the interruptions in what is supposed to be normal school programs. The committee is selecting teachers in each grade whom it believes can be relied on to keep accurate records. Blanks will be supplied each recorder to be returned each week to the committee so that a check may be kept on the work being done—so that if some of the recorders fail to continue the task the committee may know of it. The work of recording will probably be carried on this spring and repeated in the fall in order to insure as comprehensive a report as possible.

FLORENCE ROOD, *Publicity Chairman.*

WASHINGTON, D. C., LOCAL 8

The Washington Teachers Union, Local 8, had a most successful theatre party which netted them close to two hundred dollars. Mrs. Gifford Pinchot graciously opened her home for a card party, which was a brilliant success.

Local 8 has more than doubled its membership this year and reports a gain of 47 last month.

SACRAMENTO HIGH SCHOOL LOCAL 31

A local that holds two and three meetings per month in these days of heavy teacher load is certainly to be commended for its ardor. Local 31, in addition to its regular monthly meeting, has had one special meeting each month and in February had, besides, a social meeting which served to stimulate and interest members who had acquired a somewhat "Let-George-do-it" attitude.

Study groups have been organized to handle school problems, one of which is doing worth while work on "The Hour Period."

ALMA SCHOCKE, *Corresponding Secretary.*

MEMPHIS, LOCAL 52

The Memphis Teachers Association is carrying forward its salary campaign and its work for permanent tenure.

The membership drive is still on and is being conducted through a committee member in each school and through letters and literature sent to all non-members. After a gain of 300%, this month has 30 new members admitted.

CARLOTTA PITTMAN, *President.*

(There can not be many left.)

ST. PAUL FEDERATION OF MEN TEACHERS, LOCAL 43

The St. Paul Federation of Men Teachers has been making progress with its group insurance. Two new members have been added. The salary campaign is dragging somewhat, before its final spurt to what is expected to be a successful eventuality.

S. S. TINGLE, *Vice President.*

PATERSON, N. J., LOCAL 92

At the last election two more teachers from the Central High School were elected members of Boards of Education in the communities in which they live. Mr. George Harris, a commercial teacher, was elected in East Paterson with the second highest vote of 468, compared to 482. In Glen Rock, Mr. Myron C. Roberts, also a commercial teacher and President of the Paterson Teachers Association, was second highest with 354 votes, the highest being 365. Mr. John M. Shute, head of the Science Department, also a member of the Teachers Union, has served on the Board of Education in Wyckoff for five years and is now on his sixth year. Mrs. J. H. Shute and Mrs. Albert F. Long were on the election board at the last election in Wickoff. Mr. William Shepard, head of the Commercial Department at Central was chosen chairman of the election board, in Wyckoff. The Central High School is justly proud of Miss Julia Pierce who is President of the Borough Council in East Paterson. Mr. A. K. Harris as a trustee of the Board of Firemen in Wyckoff is responsible for a great many improvements in that body as well as for the efficiency the firemen showed at recent fire emergencies.

SUPERIOR FEDERATION OF TEACHERS, LOCAL 202

The Superior Federation is continuing its campaign of education. Meetings with prominent speakers to explain the ideals and policies of the organization are held regularly. A growth in membership is reported. Hugo Swanson is the Federation representative at the Superior Trades and Labor Assembly.

ATLANTA, LOCAL 89

The regular meetings and the directors' luncheon have been held by the Atlanta Public School Teachers Association. The central office and part time worker will be continued until June 1. Marked progress has been made in the financial situation in that a definite sum upon which to budget was secured, rather than a percentage which would be subject to changes.

The membership committees are working to make 89 a 100% local. There are less than 100 non-members in the system.

W. J. SCOTT, *Publicity Chairman.*

BROOKWOOD, LOCAL 189

Local 189 of the Teachers Union, which consists for the most part of the faculty of Brookwood Labor College, held its annual teachers' conference at Brookwood February 24-26. The subjects discussed ranged from "Is Workers' Education to be Classed with the Panaceas?" to "What Relation Should Workers' Education Enterprises Sustain to the Labor Movement?"

PORTLAND, OREGON, LOCAL 111

At the February meeting Paul Blanshard, field secretary of the League for Industrial Democracy, was the guest of the Portland Teachers Union and spoke to the members and their friends on "From Ford to Bernard Shaw."

The Union is putting on a series of public lectures on International Politics by professors of Reed College.

LAURA H. NORTHUP.

A MESSAGE FROM MANUMIT SCHOOL
LOCAL 191

MY DEAR FRIEND:

A New Year's Greeting to you from Manumit School. We are sure that you will be interested to see our new catalog and to hear what progress we are making.

Our drive for \$10,000 last summer was successful, and we are today a completely solvent institution,—because we cut down our plant to fit the size of our pocket book. We sold our cows, paid all our debts, and have devoted our efforts to making the year the most successful from an educational point of view that Manumit has ever had.

Thirty happy healthy children bear testimony to what we have accomplished. Applications are pouring in upon us from all sides from eager parents who want to send their children to Manumit.

Must we refuse them? I hope not. Manumit contains the germ of a new life that is bound to grow. The recent fire that destroyed our barns has only kindled anew our determination that Manumit shall truly fulfill the promise of its founders. If "a little child shall lead them," Manumit wants to be one of those institutions who shall show him how.

Yet today our buildings are actually being kept in repair by our own faculty group, because our budget provides nothing for outside labor. We want our farm animals once more, and an opportunity for the children to have real agricultural experience. Above all we need a new dormitory if we are to take more than thirty children, and extend Manumit's benefits to the many who want to come.

What will you do to help us?

With the faith and hope, that if God does not always help those who help themselves, at least our friends will.

Fraternally yours,
NELLIE M. SEEDS, *Director.*

CAMBRIDGE, MASS., LOCAL 195

The Cambridge Federation of Teachers is carrying on its excellent program and looks to have a good report of progress to make soon. This would move faster if there were fewer watchers on the side lines and more workers pushing forward.

Why wait until the work is done before getting in? Why not help put it over?

SEATTLE H. S. TEACHERS UNION, LOCAL 200

The Seattle H. S. Teachers Union has held one regular business meeting and two special educational meetings this month. Membership is constantly increasing. The membership work is handled by a working committee in each of the eight high schools.

Two hundred fifty pounds of wearing apparel was sent to Pittsburgh to the striking miners.

Be sure to read 200's story elsewhere in the magazine and keep in mind that this local is only five months' old. A precocious youngster. Congratulations to them and to all of us.

WISCONSIN STATE FEDERATION OF TEACHERS

The Wisconsin State Federation of Teachers consisting of the locals of the American Federation of Teachers in Wisconsin will meet at Madison, April 10th. All unaffiliated teachers are invited to attend and become informed of the program and policies of the organization. The national secretary, Mrs. Hanson, will be present.

AN ALLURING EUROPEAN TRIP

The folk high schools of Denmark and other schools in Europe showing the advances made by the progressive education movement will be visited by a party of American teachers and educational leaders who will make a tour of Europe next July and August under the leadership of Chester Graham of the University of Illinois, according to an announcement made yesterday. Peter Manniche, president of the International College at Elsinore, will have personal supervision of the program of the party during its stay in Denmark and Sweden. Its members will be guests at the International College at Elsinore for one week during which they will attend lectures on the Danish folk high school and co-operative movements, the Scandinavian labor movement and the study circle movement in Sweden. From Denmark the party will make an excursion to Sweden, visiting Lund University and Swedish high schools and agricultural schools.

In Berlin the party will visit the university and attend social gatherings and informal conferences with educational leaders arranged by Dr. K. O. Bertling of the German-Amerika Institute. In Prague they will visit the Sixth International Congress and the international exhibition of work from schools of

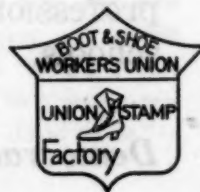
art, high schools, technical and vocational schools. In Vienna they will be guests at social gatherings with educational leaders arranged by Dr. Paul L. Dengler of the Austro-American Institute of Education and in Geneva they will visit the League of Nations and the International Labor Bureau and attend informal conferences with representatives of the International Bureau of Education. During its stay in London the party will be present at several discussion gatherings arranged by the World Association for Adult Education.

The program which was arranged with the assistance of World Acquaintance Travel includes many sightseeing trips in an effort to make it a true summer holiday for members of the party as well as a tour with a definite purpose.

In addition to the progressive education tour, World Acquaintance Travel has announced two international seminar tours in charge of Dr. Alfred Zimmern, director of the Geneva School of International Studies. In the first of these tours arrangements have been made for a series of lectures on international problems in both Paris and Geneva while in the second plans have been made for members of the tour to devote their mornings while in Geneva to the Co-ordination Course of the Geneva School of International Studies.

Buy Union Stamped Shoes

We ask all members of organized labor to purchase shoes bearing our Union Stamp on the sole, inner-sole or lining of the shoe. We ask you not to buy any shoes unless you actually see this Union Stamp.



Boot & Shoe Workers' Union

Affiliated with the American Federation of Labor

246 SUMMER STREET, BOSTON, MASS.

COLLIS LOVELY
General President

CHARLES L. BAINE
General Secretary-Treasurer

American Federation of Teachers

327 S. La Salle Street
CHICAGO, ILL.

Affiliated with the American Federation of Labor
Organized April 15, 1916



The American Federation of Teachers desires to establish an intimate contact and an effective co-operation between the teachers and the other workers of the community.

The American Federation of Teachers desires to co-operate with all civic organizations for improved civic life.

Groups of seven or more public school teachers are invited to affiliate with this National Organization of Classroom Teachers, for mutual assistance, improved professional standards and the democratization of the schools.

Our Slogan Is:

Democracy in Education: Education for Democracy

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